

**THE USE OF FOREIGN EXPERIENCE IN ACHIEVING A HIGH QUALITY INDICATOR IN THE FIELD OF PRESCHOOL EDUCATION**

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**Annotation.** This article discusses the application of advanced foreign experience in achieving the effectiveness of education in the system of preschool education, comparative study and analysis of the system of education, the practical application of educational technologies.

**Keywords:** education, preschool education, children, experience, education system, program, types of education, UK, Germany, Russia, Japan preschool education system.

The education system in our republic is always in the attention of the state. Over the past period, comprehensive organizational and legal measures have been implemented to organize an effective preschool education system aimed at guaranteeing the formation of a healthy and comprehensively developed generation. Currently, this area is in a state of deep reform. Ensuring the implementation of decrees and resolutions of the president of the Republic of Uzbekistan "on measures to further improve the system of preschool education in 2017-2021", "on measures to radically improve the management of the preschool education system", "on the organization of activities of the Ministry of preschool education of the Republic of Uzbekistan" today testifies to the degree

Currently, as a topical issue, it is envisaged to introduce modern mechanisms for the management of preschool education, to improve the educational and educational process, to carry out comprehensive measures to improve the infrastructure and material and technical equipment of preschool educational institutions. A number of important documents were adopted by the head of state to improve preschool education as an integral, primary link of the system of continuing education. Conditions have been created for further improvement of the preschool education system, strengthening the material and technical base, expanding the network of preschool educational institutions, providing qualified pedagogical personnel, radically improving the level of preparation of children for school education, applying modern educational programs and technologies to the educational process, comprehensive intellectual, moral, aesthetic and physical development of children. Among the main target tasks and directions of the "program for the further improvement of the preschool education system for 2017-2021", it is established to create conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, taking into account advanced foreign experience. Also, the decree of the president of the Republic of Uzbekistan dated September 9, 2017 No. 3261 "on measures to radically improve the preschool education system" indicates the existing systemic shortcomings, the reasons that prevent the full implementation of state policy in the field of pre-education, in particular: firstly, the current state of preschool education management does not allow timely identification and elimination; secondly, public-private partnership mechanisms have not been introduced aimed at attracting investments in the field of preschool education, including the organization of socio - comprehensive preschool educational muas-SAS, their material and Technical re-equipment and the application of advanced pedagogical technologies; thirdly, the current state of the infrastructure and material and technical base of preschool educational institutions does not allow ensuring full coverage of children with preschool educational institutions, the growth of the population in the country leads to the overflows of some preschool educational organizations; fourth, the work on the preparation of educational and methodological, didactic (including games and toys) materials and fiction, reflecting national cultural and historical values and arousing interest in reading books from childhood, and the introduction into the activities of preschool institutions do not meet modern requirements. According to the decision, a commission was established for the development of proposals for critical study and further improvement of the preschool education system, and among its main tasks are the following:

according to the decision, a commission was established for the development of proposals for Critical Study and further improvement of the preschool education system, and among its main tasks are: revision of state requirements in the organization of quality preschool education, taking into account advanced foreign experience in the field of voicing; introduction of a simplified procedure for licensing the activities of non-state preschool educational institutions, preparation of proposals for improving their organizational and legal forms, with the study of existing practice and advanced foreign tajri ban. Decree of the president of the Republic of Uzbekistan dated September 30, 2017 No. 3305 "on the establishment of the Ministry of preschool education of the Republic of Uzbekistan". As noted in the review given to this decision: "... today, the issue of radically improving the activities of preschool educational institutions, increasing the coverage of preschool children, creating a modern system in all respects, having studied advanced foreign experience, remains relevant"<sup>2</sup>. In order to eliminate the existing problems in the reform of the preschool education system, the decision provides for the implementation of a wide range of measures, including the effective organization of the process of professional development of pedagogical and managerial personnel, the use of modern pedagogical and information technologies, advanced experience of foreign countries, the provision of educational institutions with highly qualified, modern In order to further improve the system of preschool education, which is an important link in the system of continuing education, in accordance with this decision, the task was set to organize the Departments of the Ministry of preschool education of the Republic of Uzbekistan, the Ministry of preschool education of the Republic of Karakalpakstan, the Main Department of preschool education of the Among the main tasks and areas of activity of the Ministry of preschool education of the Republic of Uzbekistan, its territorial divisions, it is established to create conditions for comprehensive intellectual, moral, aesthetic and physical development of preschool children, taking into account advanced foreign experience.

Below we will consider the analysis of the experience of several foreign countries:

#### **Features of the preschool education system of the Russian Federation**

Preschool education is the first tier of the teaching system of the Russian Federation. The idea of giving access to education even for children of the youngest age appeared in 1918 after the emergence of the "regulations on the unified labor school". From the date of adoption of the charter, it is guaranteed that every child may have the right to study from birth. Today, educational standards are expressed in the "children's" International Convention, which emphasizes:

- children should have the opportunity to attend educational places;
- adults should create conditions for reading activities for children;
- education covers all the necessary conditions in order to prepare a small person to understand his life within the framework of society, which must include;

- the mutual actions of the participants in the educational process should be based on expressing respect for the child. The system of preschool education in Russia is constantly in a changing state, it is regularly updated, changes its appearance and becomes mukam-Malish.

The first teachers for the child are his parents. They should encourage children from infancy to be physically, intellectually and in matters of morality. The activities of preschool muas-sasas (MTM) are aimed at helping families at the next stage of obtaining knowledge and upbringing.

According to the standard regulations, children's educational institutions are divided into five types:

- one or two areas of development, which we consider important to increase to normal, are kindergartens;
- Kom-nursing type kindergartens aimed at competent correction of children whose psyche deviates from the norm;

- wellness exercises are held with children under the supervision of an educator-gan kindergartens;
- kindergartens, on the territory of which general development, wellness and compensatory groups are concentrated in different options;
- Centers for the early development of children-kindergartens, where the little ones can get healthier, acquire new knowledge and abilities, receive mental support

Thus, the preschool education system is characterized by a lot of functionality, colorful planning, Priority Development and freedom to identify various programming. The Russian system of preschool education is based on the "concept of modernization of the educational process".

English system of preschool education: Great Britain is a unique state of culture and traditions.

The English education system is considered one of the best in the world, British educational programs comply with the highest standards. In the UK, pre-school education arose based on the effort to provide volunteer assistance to children from poor working families. In 1816, Robert Owen first opened a kindergarten for the children of the workers of his factory in Scotland. At the beginning of the 20th century, at the initiative of Sister Macmillans, several kindergartens were opened, in which mainly low-secured families showed care for the health and good nutrition of their children. Approach to education. In the UK, teaching is usually directed to the child and not to the subject or teacher being studied. Such an approach was based on the history of English education, its development was influenced by Rousseau, Frebel, Montessori. They believed that it was necessary to develop the individuality of the child and protect his independence. The main goals of preschool education: to satisfy the need of each child and his interests, to respect the difference between children. In this it is assumed that the child has an inner desire to study, is curious and naturally prolific. Training should be carried out during the game proposed by the child himself. The main task of the master is to support the game, providing him with various materials for conducting research, and not by authenticating to the child. In the study of the pre-school education system of Great Britain, Yukvong conducted a large research work. He conducted surveys between employees of kindergartens and parents, monitored the activities of kindergartens. To conduct the study, 10 preschool institutions were freely selected, of which regular five-day continuous observation was carried out in two groups of each. In English kindergarten groups, a child is brought up in an amount not exceeding 25 na - Fars (the number of caregivers and children is taken together in a ratio of ten). The results show that 75% of English educators consider it inappropriate to motivate children from the outside to be interested in education (for example, a form of competition between children). On the basis of such a position lies scientifically based information. For Example, M.Lepper and D.Green's research provides an example of how preschool children are rewarded for drawing (children are very interested in this). After that, the children did not want to draw on their own in their free time, but only those who wanted to draw for the award. In other words, in children, internal motivation is lost, which was replaced by external motivation. In the English kindergarten, children are engaged in long mud dat independently, while the educator follows them from the outside. Only 15% of the total time is allocated to teaching in the form of a group in the teaching staff. Such an axis - the degree of tooth development is carried out in small groups formed from bo-Las equal to each other. In this way, the rule of taking into account the development of preschool children is applied in practice. Almost all educators believe that for the diagnosis of the level of both development and mental formation of children, it is necessary to benefit from the method of content-role - playing games, drawing and making things. In practice, English attaches great importance to research activities in kindergartens (from compulsory training in the current language and matema - tika to tash - old) through games and action games with water, sand. There is practically no time left in Educators for content-role-playing games.

#### **Programs for preschool children.**

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In the UK, in the educational plan of preschool education, not only attention is paid to the general educational process, but also special importance is attached to such skills as reading and counting in a child. It revealed specific skills and knowledge in six areas of development of children aged 4-5 years: personality; socio - emotional; communicative; awareness; Mathematical; Physical; creative. Preschool children need to play a lot, but the requirements in the framework of knowledge of literature and mathematics are so high that there is no time left for the game. For example, five-year-olds should know the following when it comes to literacy:

- identification of sounds at the beginning and end of a word;
- be able to distinguish between sounds and letters;
- to say all the letters in the alphabet;
- reading simple words and sentences;
- writing your own name;
- use of phonetics knowledge when writing simple words. Such goals lead to the creation of

high-tech applications. In them, harbir is obtained not only for training by a pedagogue, but also a specific sequence of actions-gan results are also told.

#### **Preschool education system in Germany:**

German law establishes the right to free preschool education. Children can be taken to yasli from the age of 4 months. Most Germans exercise this right. Grandmothers and grandmothers, who are representatives of the older generation in the Germans, do not have the concept of obligations to retire after the birth of grandchildren and look after them. Therefore, parents are forced to give their children to kindergartens and nursery. The colorful forms and types of preschool institutions (MTM) are admired. The most interesting types of kindergartens are as follows: Waldkindergarten (forest from the German word Wald, Kindergarten – kindergarten). The idea of creating Bun - day kindergartens began in Skan - dinavia. Most often, such nurseries settle in the forest. Children are constantly in the open air, study trees and other plants, make various things from natural materials. Children are taught to love nature and preserve it. Bauernhofkindergarten (from the German word Bauernhof – peasant courtyard, Kurgan Kindergarten). Such nurseries will be located on dekhkan farms, farms or land close to them. Until the children reach their power, farmers are helped to feed cattle, grow vegetables and fruits in fields and gardens.

#### **Preschool education in Japan**

"The child is under 5 years old – the king, from 5 to 15 years old-a slave, and after 15-an equal person with all." Various interpretations of this phrase are also found in other nations. Al-batta, it is not necessary to take qi - lish as much as a philosophical phrase. But the life of a child is divided into several periods, and from these in the first period, the child captivates everyone, cherishes and caresses him. As they get older, the child develops responsibilities and a series of obligations for his actions, in addition to pleasure. Having reached a certain age of growing up, yesterday's boy today becomes a member of society with equal rights and equal status. All this is observed in one rhythm and sequence in the Japanese educational system. The quality of the upbringing and content of a child in a preschool educational institution will depend not on the state-owned or private nature of the kindergarten, but precisely on the kindergarten itself, the region and pedagogical community in which it is located. The number of children in groups also varies and can range from 8 to 40-50 people. In Japan, preschool institutions have different working hours. As an example, public kindergartens appear in two ways – a kindergarten consisting of a full-time work, according to the order of which the kindergarten works in the same way as it is added every day and on Saturday (half day). Such a kindergarten is accepted by children whose parents work no more than 4 hours a day. The day begins in such kindergartens from 8 in the morning, and the child can be taken at any time until five in the evening. Surcharge eva ziga it is possible to look at the child until 7 pm. Second-appearance nurseries, these are nurseries that accept children for half a day. In the same unexpected conditions, for example

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after a warning about the danger of a strong flood, parents are obliged to take children from a preschool institution. The process of involving parents in upbringing in kindergartens is at an extremely high level. It is very difficult for our parents, who leave the children with time in the morning in kindergarten and take them in the evening, to get used to the order in Japanese kindergartens, because there they require regular participation and active participation of the parents in the upbringing of the child. Children can be in kindergarten for two hours without parents, and four hours with a stirrup. And in the process, not only bo-las are brought up, but also parents.

Contracts, which are considered a specific type of legal facts, occupy an important place in the emergence, change and termination of civil legal relations.

As a result of the analysis carried out, the article will develop proposals for improving the legislation on the legal regulation of the activities of microloan organizations.

The article reveals the prospects for the development of civil society in Uzbekistan and analyzes the problems of the development of legal consciousness and legal values in modern society, identifies important structural and material differences between law and law, which is one of the main components of law.

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